DOCUMENT RESUME

ED 458 830 FL 801 468

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TITLE Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
INSTITUTION Spring Inst. for International Studies, Denver, CO.
SPONS AGENCY Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE 1998-00-00
NOTE 4p.
AVAILABLE FROM For full text: http://www.springinstitute.com/elt/pdf/scanslrd.pdf
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education; Class Activities; Classroom Techniques; *English (Second Language); Immigrants; Limited English Speaking; *Listening Skills; Second Language Instruction; Second Language Learning

ABSTRACT

In this unit, students will use active listening, repeating, or paraphrasing what has been said to confirm understanding and introductory phrases and rising intonation to ask for clarification. They will also follow one, two, or multi-step instructions or give instructions to another person. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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Spring Institute for International Studies
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Technical Assistance for
English Language Training Projects
1997-1998
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**SCANS PLANS PORTFOLIO**

# Active Listening - Listen, Repeat, Do

by Barbara Sample, Spring Institute for International Studies

Level: Multi-level

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Performance Outcomes:
1. Students will use active listening, repeating or paraphrasing what has been said, to confirm understanding.
2. Students will use introductory phrases and rising intonation to ask for clarification.
3. Students will follow one, two, or multi-step instructions.
4. Students will give instructions to another person.

Communication teaching points: Giving and following commands (imperative)

SCANS Competencies:
- Interpersonal skills: teaching others
- Information: acquiring data, interpreting and communicating
- Systems: understanding organizational systems
- Basic Skills: reading, speaking, listening
- Thinking Skills: knowing how to learn
- Personal Qualities: self-esteem, self-management

Classroom configurations: Pairs, small groups, whole class

Materials: Classroom and workplace objects

Procedure:

1. Demonstrate and give commands; have students follow your commands (using Total Physical Response). Initially the commands can be classroom instructions like, "Stand up. Sit down. Open the door. Close the door. Write your name. Use the red marker." (As much as possible, give commands which might be heard on the job like, "Follow me. Have a seat. Fill out this form. When you are finished, put your application on the table.")

2. Introduce *Listen, Repeat, Do* with a volunteer by having one of the more advanced students come to the front of the room. Say, "Listen to what I tell you, repeat what I said, and then do it." Ask your volunteer to repeat what you just said. If he/she repeats the instructions in a way that indicates understanding, say, "Okay. That's right." If not, repeat the process. Then write *Listen, Repeat, Do* on the blackboard or flip chart.

3. Next, give the volunteer two or three step instructions [Listen]. The student restates the instructions [Repeat]. And then the student follows the instructions [Do]. For example, say, "Please stand up, walk to the door, and close the door." The student says, "You want me to stand up, walk to the door and close it?" "That's right." Have the student follow the instructions.

Then, increase the difficulty. Again, as much as possible, give commands which might be heard on the job. For example, "Use a black pen. Write your last name, then write your first name on the application." "Okay, I write my name with this?" (Holds up the blue pen.) "No, use the black pen and write your last name first." "My last name first?" "Yes, write your last name, then your first name." When the person follows the instructions correctly, we always applaud the effort. Give several people a chance to follow your instructions. Vary the number of steps and the difficulty of the instructions based on the level of the individual's language proficiency. (For example, a MELT Level 1 or 2 student can follow one or two step directions when items are within the room; a MELT Level 5 student can follow multi-step directions for procedures outside the room.)

4. Teach introductory phrases like "So I should....", "You want me to ...", "Let me see if I understand...", as well as the use of rising intonation with repeated phrases which indicates a question as in, "My last name first?"

5. Finally, have students give each other instructions to Listen, Repeat, Do in pairs. Note the use of active listening and phrases asking for clarification. If students simply Listen and then Do and skip the feedback step, refer to the words, *Listen, Repeat, Do* which were written on the board. Encourage students to increase the difficulty of the steps if people can follow the instructions correctly without repeating them.

Expansion:

Active Listening - Listen, Repeat, Do
Blind Man's Bluff

Blind Man's Bluff is a variation on Listen, Repeat, Do which practices the skills of following directions and asking for clarification in a job safety context.

Materials: Classroom objects to construct an obstacle course; blindfolds for half the class members

Procedure:

1. Demonstrate commands such as *duck, crawl, step over, turn around, step to the left*, etc. by standing with your back to the class so that your left is their left. Have a volunteer stand at the front of the room and follow your commands. Then have everyone follow your commands (Total Physical Response).

2. Blindfold a volunteer. (Please note that some participants will not be comfortable with the blindfold. Many have traumatic experiences associated with being blindfolded. If this is the case, students may simply close their eyes. The activity can also be done with eyes open if necessary.) With the help of the other students, set up an obstacle course with chairs, glasses of water, a yardstick laid across the space between two tables, etc. so that the volunteer does not see the course.

Ask the volunteer to listen to your directions, to repeat them, and then to do what you said. Initially, give one command at a time. Then increase to two step instructions. When the volunteer has gone through four or five obstacles and has completed the course, remove the blindfold so the person can see what he/she accomplished. Repeat the process with another person. Change the obstacles, and this time have different members of the class each give one step instructions.

3. Have people work in pairs, giving and following directions using feedback skills.

4. Debrief the activity with the class. What did they learn about their own communication skills? What about the importance of active listening for safety? When else can they use active listening on the job?